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ASSIGNMENT BOOKLET 5A

Social Studies 7
Module 5: Section 1 Assignment

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STUDENT FILE NUMBER (if label is missing or incorrect)		Apply Module Label Here			
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Assigned Teacher: <hr/>					
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Home Instructor: Keep this sheet when it is returned to you as a record of the student's progress.

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When you are registered for distributed learning courses, you are expected to regularly submit completed assignments for correction. Try to submit each Assignment Booklet as soon as you complete it. Do not submit more than one Assignment Booklet in one subject at the same time. Before submitting your Assignment Booklet, please check the following:

- Are all the assignments completed? If not, explain why.
- Has your work been reread to ensure accuracy in spelling and details?
- Is the booklet cover filled out and the correct module label attached?

MAILING

1. **Do not enclose letters with your Assignment Booklets. Send all letters in a separate envelope.**
2. Put your Assignment Booklet in an envelope and take it to the post office and have it weighed. Attach **sufficient postage** and seal the envelope.

FAXING

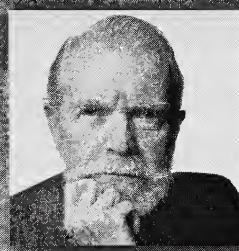
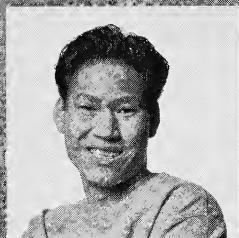
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2. All faxing costs are the responsibility of the sender.

E-MAILING

It may be possible to e-mail your completed Assignment Booklet to the school with which you are registered. You also may be **required** to e-mail some of your assignments. Contact your teacher for the appropriate e-mail address.

7 • SOCIAL STUDIES

Expanding the West



Assignment Booklet

5A

Social Studies 7
Module 5

Expanding the West



FOR TEACHER'S USE ONLY

Summary

	Total Possible Marks	Your Mark
Section 1 Assignment	50	
	50	

Teacher's Comments

Social Studies 7
Module 5: Expanding the West
Assignment Booklet 5A
Section 1 Assignment
ISBN 978-0-7741-2921-3

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**Alberta Education acknowledges with appreciation
the Alberta Distance Learning Centre and Pembina
Hills Regional Division No. 7 for their review of this
Assignment Booklet.**

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	

You may find the following Internet sites useful:



- Alberta Education, <http://www.education.gov.ab.ca>
- Learning Resources Centre, <http://www.lrc.education.gov.ab.ca>
- Tools4Teachers, <http://www.tools4teachers.ca>

Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

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ASSIGNMENT BOOKLET 5A SOCIAL STUDIES 7: MODULE 5 SECTION 1 ASSIGNMENT

This Assignment Booklet is worth 50 marks out of the total 100 marks for the assignments in Module 5. The value of each assignment and each question is stated in the left margin.

Read all parts of your assignment carefully and record your answers in the appropriate places. If you have difficulty with an assignment, go back to your Student Module Booklet and review the appropriate lesson. Be sure to proofread your answers carefully before submitting your Assignment Booklet.

You can use a computer and word-processing application for many assignment questions. If you use a computer, be sure to attach a printed copy that has been proofread. Include your name, the course name, the module number, and the assignment number on each page.

50

5

Section 1 Assignment: Encouraging Immigration

1. a. In Lesson 1 you were asked to write a story about an immigrant family. Polish that story. Then write it in the space provided. Use the following checklist to ensure your story is effective.

Checklist for Question 1. a.

• I have an interesting opening sentence.	
• I have considered the time period and situation of the people in the photo.	
• I have supported my ideas with details from the photo.	
• I have chosen my words carefully and written effective sentences.	
• I have edited my story carefully for any errors in spelling, grammar, capitalization, and punctuation.	
• I am happy with my story.	

Assessment Criteria for Question 1. a.	
Ideas and Impressions <ul style="list-style-type: none">• The ideas are thoughtful and consistent with the time and situation shown in the photo.• Supporting details are appropriate.• Audience, tone, and purpose have been considered.	3 marks
Writing Skills <ul style="list-style-type: none">• Word choices and sentence structure are effective.• The writing has been edited to eliminate errors in spelling, grammar, capitalization, and punctuation.	2 marks

(There is more room for your answer on the following page.)

- ⑤ b. Imagine you have been asked to present your story to a grade 7 class. To make your story more engaging, you plan to do a multimedia presentation.

Decide on the type of media that you will use for your presentation. Think about how you will incorporate the media into your presentation. Then in the space provided on the following page, write a detailed plan of your multimedia presentation.

Assessment Criteria for Question 1. b.

When you've completed question 1, continue where you left off on page 12 in the Student Module Booklet.

2. In Lesson 2 you discovered that different organizations were eager to bring immigrants to Canada. Do Think It Through question 1 on page 246 of *Voices and Visions*.

(4)

Think It Through 1. a.

(1)

Think It Through 1. b. _____

3. In Lesson 2 you learned about the Canadian government's campaign to attract immigrants to Canada. What three regions did the government's advertisements target? Explain why the government targeted each region.

4. a. In Lesson 2 you prepared two posters promoting Alberta today. One of the posters was to show an Alberta that would be an ideal destination for immigrants. Submit that poster for assessment. Be sure to label your poster with the following information:

- your name and student number, if applicable
- Module 5: Assignment Booklet 5A; Section 1, question 4. a.

Assessment Criteria for Question 4. a.	
<p>Presentation</p> <ul style="list-style-type: none">• This poster has a strong visual impact.• The message is clear and effective.• The details are appropriate and appealing.• The text has been carefully selected.• Audience, tone, and purpose have been considered.	5 marks

4. b. Now imagine you are someone from another country who is thinking of immigrating to Alberta. You see the poster promoting Alberta. Use the following questions as guidelines to decide if the poster is misleading or not. Write a short paragraph explaining your analysis.
- What is the poster trying to get you to do?
 - Does the ad leave out information?
 - Are the claims made by the ad realistic?
 - Can you believe everything the ad says? Why, or why not?

Assessment Criteria for Question 4. b.		
Thought and Support <ul style="list-style-type: none">• The task has been considered thoughtfully.• The student has made a sincere effort to critically assess the poster.• Strengths and weaknesses have been discussed insightfully.		3 marks
Writing Skills <ul style="list-style-type: none">• The language used is correct and effective.		1 mark

When you've completed questions 2 to 4, continue where you left off on page 24 in the Student Module Booklet.

5. In Lesson 3 you explored factors that led people to leave their homelands. Imagine you are a young man living in London, England, in 1900. You are unable to find work. Your cousin, who immigrated to Canada two years ago, has written to you telling about his homestead. You are trying to decide whether or not to join him.

Write an entry in your journal in which you decide whether to immigrate to Canada. Think about what emotions or feelings you might be experiencing as you decide whether or not to leave your homeland. You should describe in your entry at least one push factor and one pull factor that is affecting your decision. (Use your imagination to supply details that are appropriate to the time and situation.) Write your entry in the space provided on the following page.

Use the following checklist to ensure your journal entry is complete.

Checklist for Question 5	
• My ideas are thoughtful and imaginative.	
• I have supported my ideas with appropriate details.	
• I have considered both push and pull factors.	
• I have chosen my words carefully and written effective sentences.	
• I have edited my journal entry carefully for any errors in spelling, grammar, capitalization, and punctuation.	
• I am happy with my journal entry and with my decision.	

Assessment Criteria for Question 5	
Ideas and Impressions <ul style="list-style-type: none"> • The ideas are thoughtful and consistent with the time and situation. • Supporting details are appropriate and relevant. • Push and pull factors have been considered. • The writer's purpose is self-evident. 	3 marks
Writing Skills <ul style="list-style-type: none"> • Word choices and sentence structure are effective. • The writing has been edited to eliminate errors in spelling, grammar, capitalization, and punctuation. 	2 marks

When you've completed question 5, continue where you left off on page 31 in the Student Module Booklet.

6. In Lesson 4 you explored the role that various religious communities played in encouraging immigration to the West. Use the information that you acquired from *Voices and Visions* and from the CD that accompanies *Voices and Visions* to answer the following questions.

- (2) a. Complete the chart that follows. In the middle column give the **main** reason why each group immigrated to Canada. In the right-hand column identify whether the reason for immigrating was a push or a pull factor.

Group	Reason for Immigrating	Type of Factor
Barr Colonists		
Hutterites		
Doukhobors		
Home Children		

- (2) b. What two things did these groups have in common?

- (2) c. How were these groups different? Describe two ways.

When you've completed question 6, continue where you left off on page 36 in the Student Module Booklet.

- 5 7. a. In Lesson 5 you identified places in Alberta with Francophone roots. Select one of those communities and do some research to find out about its beginnings. Use the form that follows to record the information that you find.

Recording Information	
For Print Source	For Internet Source
Author(s):	Author(s) (if given):
Title:	Title of page:
Place of publication:	Name of Web site:
Publishing company:	Host of site:
Year published:	Date of last update:
	Date I last looked at it:
	Web site address:
Reliability Checklist	
<input type="checkbox"/> Information is up-to-date. <input type="checkbox"/> Ideas and opinions are based on facts. <input type="checkbox"/> I trust the source. <input type="checkbox"/> Information about different perspectives seems to be fair.	
Record the information from this source in the space below. Write down the page number for each fact. You should have at least three facts. <hr/>	
Go to the next page if you need more space!	

¹ Jill Germain, *Voices and Visions: A Story of Canada, Teacher's Resource* (Don Mills: Oxford University Press, 2006), page 331. Reproduced by permission of Oxford University Press.

- (2) b. How did the community that you researched help the West develop?

- (2) c. What if the Canadian government's advertisements for settlers had targeted Francophones? Imagine that a million Francophones had migrated to the West instead of 100 000.

In two or three sentences, describe how the Canadian identity would be different today.

When you've completed question 7, continue where you left off on page 42 in the Student Module Booklet.

8. In Lesson 6 you focused on how immigration influenced the character of Western Canada.

- ② a. How did the massive immigration to Canada near the turn of the 20th century lead to the development of a pluralistic society in Western Canada?

- ① b. Do you think the homesteading experience helped to create a unique Western identity? Why or why not.

When you've completed question 8, submit this Assignment Booklet for assessment. Then continue where you left off on page 46 in the Student Module Booklet.

ASSIGNMENT BOOKLET DECLARATIONS

The school you are registered with may require you to submit this signed form with your Assignment Booklet.

The Student's Declaration is to be signed by the student. If the student is under 16, the Supervisor's Declaration may need to be signed by the supervisor, who is usually a home instructor, teacher, or home-schooling coordinator. Failure to complete this page may invalidate the assignment results. Please contact your school and ask if this completed form is required.

STUDENT'S DECLARATION

- I have followed the instructions outlined in the Student Module Booklet.
- I have completed the activities to prepare myself for the assignments in this Assignment Booklet.
- I completed the assignments in this Assignment Booklet by myself.

Student's Signature

SUPERVISOR'S DECLARATION

I hereby certify that I have supervised the learning activities completed by _____.

Student's Name

I also certify that to the best of my knowledge the assignments in this Assignment Booklet were completed independently by this student.

Supervisor's Signature

If you, the student or supervisor, have any comments or observations regarding this module, write them in the following space.
